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ABSTRACT

Eight public educational institutions serving three counties of Appalachian Maryland (Allegany, Garrett, Washington) have joined together to plan and develop public education on a regional basis in order to: (1) raise the overall quality of education; (2) broaden curricula to meet regional economic needs, especially at post-secondary level; (3) equalize educational opportunities; and (4) conserve staff, fiscal, and physical resources. The primary organizational mechanism is a voluntary educational cooperative, the Regional Education Service Agency. Benefits are being seen in: continuity of educational experiences, preschool through adults; identification of regional educational needs; innovative or demonstrative programs developed and tested at a manageable scale; responsiveness to needs without impinging on integrity of each institution; minimizing duplication and enabling members to develop concentrated programs; and raising quality of education above minimum standards. The four top program proposals are conservation of educational resources (with attention to the rural nature of two counties), community services, staff development, and public service communications satellite system. Other program areas are manpower development, curriculum home-based education, facilities and equipment, research and accountability, and regional education support. (RS)

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REGIONAL PLAN FOR THE DEVELOPMENT OF PUBLIC EDUCATION IN APPALACHIAN MARYLAND

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SIGNATORY MEMBERS OF RESA

Board of Education of Allegany County
108 Washington Street
Cumberland, Maryland 21502

Board of Education of Garrett County
P.O. Box 313 (40 South Fourth Street)
Oakland, Maryland 21550

Board of Education of Washington County
Commonwealth Avenue
Hagerstown, Maryland 21740

Allegany Community College
P.O. Box 870
Willowbrook Road
Cumberland, Maryland 21502

Garrett Community College
P.O. Box 151
McHenry, Maryland 21541

Hagerstown Jr. College
751 Robinwood Drive
Hagerstown, Maryland 21740

Frostburg State College
Frostburg, Maryland 21532

University of Maryland
College Park, Maryland 20742

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REGIONAL EDUCATION SERVICE AGENCY
OF
APPALACHIAN MARYLAND

REGIONAL PLAN
FOR THE
DEVELOPMENT OF PUBLIC EDUCATION
IN
APPALACHIAN MARYLAND
AUGUST 1, 1977

13202 6th Avenue
Cresaptown, Maryland 21502

Revised 3/16/78

Forward

This plan has been prepared by the RESA Staff as a guide to the Board of Directors in adopting regional program policies and priorities. It does not supplant the plans of each of the member institutions of RESA but it does identify those major problems, needs and opportunities which the institutions both individually and collectively can consider as complementary to their ongoing responsibilities.

The plan generally follows the previous formats developed by the Tri-County Council in its preparation of the Area-Wide Development Plan. (This plan is being submitted to the Council for inclusion and/or adaptation in the ADP for Appalachian Maryland.)

This plan was adopted by the RESA Board of Directors November 17, 1977, and endorsed by the Maryland Education Coordinating Committee and is the official plan for regional development of public education in Appalachian Maryland. The statutory authority for these actions is consistent with Article 77, paragraph 56A and Article 77A, paragraphs 32B and 32C of the Annotated Code of Maryland.

Regional Plan
For The
Development of Public Education
in
Appalachian Maryland

Summary

Education Institutions at all levels of education in Appalachian Maryland are faced with the problems of raising the quality of in-school and out-of-school educational offerings, of providing broader educational opportunities, of equalizing educational opportunities, and of the conservation of educational resources.

The eight public educational institutions serving Appalachian Maryland (Hagerstown Junior College, Garrett Community College, Frostburg State College, Allegany Community College, Board of Education of Allegany County, Board of Education of Washington County, Board of Education of Garrett County, and the University of Maryland) have examined the educational situation and as a result have as their collective concerns: (1) the raising of the quality of education at all levels; (2) the broadening of educational curricula to meet the economic needs of the region especially in post-secondary education; (3) the equalizing of educational opportunities at all levels; and (4) the conservation of staff, fiscal, and physical resources. They have chosen an educational cooperative, the Regional Education Service Agency of Appalachian Maryland (RESA) as the primary organizational mechanism for realizing this quartet of goals, but at the same time are using the uniqueness of their individual institutions to further these ends.

The situation facing education and the educational institutions in Appalachian Maryland in achieving the goals for education are studies in contradictions. The slowdown or decrease in public school enrollment means reduced formula monies while per capita student costs continue to rise. Increased costs of operation fly in the face of budget restrictions imposed by the taxing authorities. Demands for expanded or innovative curricula are occurring simultaneously with questions on returning to "basics." The promotion and introduction of career and vocational education is confronted with high unemployment and under-employment. Flexible and "open" studies pose difficulties for measuring legislatively required accountability. New curricula requirements by the State are not followed by additional funding. Needs for cost-effectiveness are inhibited by vocal demands to retain outmoded traditions. The immediate pressures for vocational or job-oriented education is infringing on the traditional and beneficial aspects of "academic" or liberal arts education.

The Regional Education Service Agency of Appalachian Maryland was organized and designed to help the member institutions and their larger public in meeting the educational problems facing the region. The solution to these problems will meet the overall purpose of the Agency to raise the educational level of all people in Appalachian Maryland (Allegany, Garrett, and Washington Counties) to better enable them to develop socially, culturally, and economically. These people include all ages whether in school or out. The sharing or coordination of teaching, research, and services available through

cooperative educational and human development agencies and organizations that serve the area can assist in accomplishing this larger purpose.

The following advantages are accruing through cooperation among educational institutions in Appalachian Maryland:

- A cooperative of all levels of education in the region is resulting in a continuity of educational experiences from preschool through adults.

- The cooperative is providing an interinstitutional and interdisciplinary mix most conducive to identifying educational needs which are uniquely applicable to the region.

- The cooperative is providing the necessary flexibility required to design and implement new, innovative, or demonstrative programs or services.

- The cooperative is developing and testing new, innovative or demonstrative programs at a manageable scale.

- The voluntary cooperative is providing a service that is responsive to the express needs of the individual or collective institutions without impinging on the integrity or identity of each institution.

- The cooperative is developing interinstitutional policy that can minimize duplication, provide a basis for cooperative programs, and enable each institution to develop specialization and credentials for concentrated programs.

- The cooperative is contributing to the local or regional educational efforts through cost sharing, personnel sharing, cost-effective programming, etc., which will raise the quality of education above minimum standards.

The RESA Board of Directors has determined that the situations facing education in Appalachian Maryland can begin to be ameliorated by giving special consideration to the first four of the following ten program areas for education. This does not mean that the special goals for the program areas will be pursued at the exclusion of the other goals. However, RESA will give priority to these goals in their program budgets.

The Board has further adopted an investment policy for approving new programs designed to meet these goals. These criteria correlate educational goals with the economic development goals of the region.

Each program proposal is measured against the following sequential criteria:

- economic impact
- multi-institutional characteristics
- replication potential
- audience

The ten program areas, the regional situation, and general goals are as follows:

1. Conservation of Educational Resources

   Situation: Resources consumed by, or under the control of educational institutions must be conserved through a variety of means or measures but without detriment to the goals of quality education.

   Goal: To give emphasis to plans, projects, and programs that conserve energy, that are cost-effective, that share resources, and that reduce out-of-pocket costs.

2. Community Services

   Situation: The region's economic needs may be addressed through community service programs from education.

   Goal: Develop and implement or maintain community service demonstration programs over the next several years that can best be met through the use of educational resources giving highest priority to those that can have an immediate or direct impact on improving the economy of the region.

3. Staff Development

   Situation: Professional staff development for administrative, supervisory, and teaching personnel is required in the face of personnel restrictions, reduced budgets, and increased demands on educational programs.

   Goal: Maintain and improve the competency of institutional staff to achieve a higher excellence in education in the face of higher costs, restrictive budgets, and divergence between administration and teaching.

4. Public Service Communications Satellite System

Situation: The region, because of its insufficiencies of indigenous expertise and knowledge, needs a cost-effective, multi-media communications delivery system to provide education, business, industry, labor, health and government with instruction and information necessary to keep abreast of modern technology and learning.

Goal: Develop and implement a regional demonstration program utilizing public service communications satellites and organize an interstate consortium to deliver programming to adjacent areas of Pennsylvania and West Virginia.

5. Manpower Development

Situation: The region's changing economic base and fluctuating rates of unemployment require that (1) career guidance services be improved and expanded for area students and residents, (2) vocational programs be expanded and/or redesigned to meet emerging industrial, commercial, and governmental needs.

Goal: To maintain high quality vocational/occupational programs which are responsive to the area's needs and to provide comprehensive up-to-date career education and guidance services to area students and residents.

6. Curriculum

Situation: Educational institutions individually and collectively must continually assess the educational and training needs of the region in order to provide curricula to meet these needs now and in the future.

Goal: Continue to examine curricula needs that can be most cost-effective (regional approach) and to support those that address the priority problems of the region.

7. Home-Based Education

Situation: Disadvantaged families with young children in Appalachian Maryland lack home management skills and knowledge of community services that are so vital to their physical and mental well-being.

Goal: To maintain a home-based educational program for over 1,000 disadvantaged families annually that is designed to "help people help themselves."

8. Facilities and Equipment

Situation: Declining enrollments, new roles for education in economic development, limited construction funds, and the high costs of utilities requiring a continuing assessment of building needs, equipping of buildings and the renovation of buildings.

Goal: To assist the member institutions in the assessment of their needs for facilities and equipment and to develop the means and methods for meeting their needs in such areas as retrofitting buildings for energy conservation, renovation of obsolete buildings, and new construction and equipment for specialized manpower training and educational programs.

9. Research and Accountability

Situation: Research and accountability which includes program evaluation for member institutions and RESA ensures greater understanding of educational concerns, program development, implementation, and program effectiveness.

Goal: To retrieve, analyze, and disseminate relevant information to decision makers to ensure quality programs and to conduct a continuous evaluation of programs coordinated and implemented by RESA.

10. Regional Education Support

Situation: The educational institutions serving the region lack the resource capacity, individually, to anticipate the needs for manpower training and continuing education of the new entrant to the work force, the underemployed and the unemployed; and to provide the continuity of education through all levels of education which can result in quality education on a cost-effective basis.

Goal: Strengthen educational institutions serving the region by providing exemplary programs and services, flexibility, and continuity of education in a cost-effective manner through a voluntary and separate administrative educational entity organized under laws of Maryland as the Regional Education Service Agency of Appalachian Maryland.

Organizational Planning and Development

The planning and development of public education on a regional basis in the three counties of Appalachian Maryland (Allegany, Garrett, and Washington Counties) had its effective beginning in 1967 with the creation of the Education Advisory Committee for Appalachian Maryland. At that time, all levels of public education began meeting together to study the needs of education and how they might be met. Maryland was one of the few states to follow the Appalachian Regional Commission's recommendation in this regard. The committee involved the college presidents, the three superintendents, and key administrative and instructional staff in this effort. They met on a regular basis to explore educational needs and how they might be met on a cooperative basis. Upon the recommendation and urging of the Appalachian Regional Commission, the committee began to plan for a regional education service agency (RESA), an organizational concept designed to bring about regional development of education in Appalachia. This committee organized the Regional Education Project Office in 1970 to develop and implement a RESA.

As noted, the Regional Education Service Agency of Appalachian Maryland had its formal beginning in June, 1970, with the creation of the Regional Education Project Office. From the beginning, it has been a voluntary cooperative of public educational institutions serving Allegany, Garrett, and Washington Counties and those regional and state agencies or organizations concerned with human development in the three counties. In 1973, RESA became a wholly owned instrumentality of the State of Maryland pursuant to Article 77, paragraph 56A of the Annotated Code of Maryland.

Signatory members of the Agency include: Allegany Community College; Board of Education of Allegany County; Board of Education of Garrett County; Board of Education of Washington County; Frostburg State College; Garrett Community College; Hagerstown Jr. College; and the University of Maryland.

The overall purpose of this Agency is to raise the educational level of all people in Appalachian Maryland (Allegany, Garrett, and Washington Counties) to better enable them to develop socially, culturally, and economically.

The Agency is specifically organized and is operated for educational purposes including but not limited to the following:

- To foster cooperation among all educational institutions and organizations concerned with the needs of the people in the region.
- To establish goals, policies, and procedures for regional education projects.
- To plan, coordinate, and conduct regional educational projects.
- To promote the improvement of educational, scientific, and literary facilities and programs at and among participating institutions.
- To organize and support an operational office to be governed by a Board of Directors responsible to public authorities.

RESA is a voluntary cooperative in that member institutions determine the need and extent of regional programs and services. It is not an intermediate level of authority, therefore, no institution is required by vote or otherwise to participate in a particular program or service. However, they have joined together in support of the purposes of RESA. Program development policies are generally directed to projects that serve the needs of two or more counties, two or more institutions, or that may serve as a demonstration to others.

The chief executives or their designees of the eight member institutions establish program, operating, and fiscal policies. However, all such policies reflect the basic concept of voluntary participation. They constitute the voting members of the Board of Directors.

An Advisory Council serves as the forum and advisory body to the Board of Directors. Membership on the Council comes from educational institutions serving the region and from regional and State agencies concerned with human development.

The Board of Directors and Advisory Council meet in joint session the fourth Thursday of the month. Announcements of the meeting place and agenda are provided to all local news media.

Committees or task forces with membership from the educational institutions and other agencies are usually organized for each major program or activity. This provides for a sharing of resources, for a workable program, and for the future integration of the program or service into the ongoing institutional activities.

The Agency provides a basic staff to assist member institutions in identifying needs that might be met through regional programs and services. Based on Board policy, the staff provides support and leadership for interagency/institutional liaison, project development and implementation, and project review and evaluation. In addition to the basic staff, regional staff from the Maryland Fire & Rescue Institute (University of Maryland) are housed in RESA; and from time-to-time, temporary staff may be added to implement programs. In 1971 when RESA became an operational agency, it had a basic staff of five with an operational and program budget of $115,500. In 1975-1976,* it had a basic staff of nine with operational and program budgets totaling $802,362.

The eight member institutions (as detailed in the following paragraphs) and RESA employed over 6,500 people in 1975-1976 with a total operating budget of $76,752,000. The total school enrollment for this year was 58,125. These figures include only those staff and services of the University of Maryland that are located in the region. They do not include enrollment figures for the University because of the nature and diversity of their educational activity in the region.

Washington County public schools operate through an elected Board of Education but prior to 1974, the Board was appointed by the Governor. The system is administered by the superintendent and staff located at Commonwealth Avenue in Hagerstown. The students in the Washington County system attend 49 public schools of which 34 are elementary facilities (K thru 6). Washington County also operates a comprehensive vocational-technical center, and it is the only system in the region with a pre-kindergarten program. The total enrollment (K thru 12) in 1970 was 23,870 but unofficial figures for 1975-1976 show a net loss of about 1,141 pupils. The per pupil cost in 1975-1976 (the last official figure from the Maryland State Department of Education) was $1,270 or $188 lower than the state average. That year the Board employed over 2,500 persons and had an operating budget of $30,703,917.

The Allegany County Board of Education at 108 Washington Street, Cumberland, Maryland, functions in a manner similar to Washington County with an elected school board since February, 1975. In 1975-1976, 15,995 students in Allegany County attended 38 facilities of which 28 are elementary schools. This county also operates a comprehensive vocational-technical center. The current enrollment reflects a loss of 1,640 pupils since 1970. The official per pupil cost in 1975-1976 was $1,306 or $152 lower than the state average. That year the Board employed over 1,500 persons and had an operating budget of $19,944,000.

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*FY 1975-1976 is the base year for all statistics in this section. It is the latest year for which complete official statistics are available from all member institutions.

Garrett County has an education system operated in a manner similar to the other two counties except that they have a school board appointed by the Governor. The Board offices are located in Oakland at 40 South Fourth Street. This county with an enrollment in 1976 of 5,695 shows an increase of 303 over 1970. All of Garrett's 18 schools, of which 13 are elementary, are considered rural since the county does not have an urban area by U.S. Census definition. The official per capita costs in 1975-76 were $1,037 or $421 lower than the State average. That year the Board employed 824 people and had an operating budget of $6,933,906.

The community college system for Appalachian Maryland was completed when Garrett Community College opened its doors in September, 1971, and joined Hagerstown Junior College and Allegany Community College. This trio of two year institutions has made tremendous impact on educational opportunity in Appalachian Maryland.

Hagerstown Junior College, now in its 32nd year of operation and the 12th year at 751 Robinwood Drive, Hagerstown, Maryland, is governed by a seven member Board of Trustees appointed by the Governor. Overall enrollment of both full-time and part-time credit and non-credit students has increased significantly since 1970. Credit enrollment has risen from a headcount of 1,324 in Fall 1970 to a headcount of 2,116 in Fall 1977 (of which 911 are full-time students). Continuing education or non-credit enrollment has increased from a headcount of 2,588 in 1970-71 to a headcount of 5,871 in 1976-77. During the 1977-78 year, the College will employ over 300 people and have an operating budget of $3,137,106.

Allegany Community College, located on Willow Brook Road, Cumberland, Maryland (P.O. Box 870), exemplifies the rapid growth in the development of Maryland's community college system. It was founded in August of 1961 by a resolution passed by the Allegany County Board of Education and approved by the Allegany County Commissioners. Although it was founded by the Board of Education, it now has its own governing Board of Trustees appointed by the Governor. Overall enrollment, both full-time and part-time, has risen from 750 in 1970 to 3,645 in 1975-1976. Full-time student enrollment, a datum for growth, was 797 in 1970 and 2,507 in 1975-1976.

Garrett Community College, which officially opened in 1971, is governed by a five member Board of Trustees appointed by the Governor. It is located at McHenry, Maryland and serves a rural population. Enrollment has increased steadily since it opened. The enrollment in 1975-1976 was 886 students, of which 400 were full-time. At that time, the College employed 115 people and had an operating budget of $1,142,404.

Frostburg State College, the only four-year college in Appalachian Maryland, is governed by the Maryland Board of Trustees of State Colleges and Universities and unlike the community colleges, they do not have a local governing board. Frostburg State College was originally established for the purpose of training elementary school teachers but has progressed to the present four-year liberal arts institution offering programs in arts and sciences and in secondary, elementary, and kindergarten-primary education. The college grants the degrees of Bachelor of Arts, Bachelor of Science, Master of Education, and Master of Science in Management, Counseling Psychology, Fisheries Management, Science and Biology, and Wildlife Management. In all, 30 major fields of concentration are available. The enrollment figure for 1975-1976 was 5,353 undergraduate students. The graduate program had 348 in education and 1,234 in management. That year, the College employed 1,037 people and it had an operating budget of $10,942,066.

The University of Maryland at College Park has had extension offices in each of the three counties since 1915 as a result of the Smith-Lever Act. This is a cooperative effort of local government, the University, and the United States Department of Agriculture and is known as the Cooperative Extension Service. The purpose is to provide from land grant college out-of-classroom teaching, research, and service to meet the needs of the people of the state. Since 1972, the University has provided training for public and industrial firefighters in the region. In 1976, emergency rescue training was offered. Both of these educational services are provided by the Maryland Fire and Rescue Institute of the University operating out of the RESA offices at 110 Washington Street. In 1975, the Natural Resource Institute, a research arm of the University, was moved from LaVale to the campus of Frostburg State College. This research operation now provides a formal teaching curriculum in a joint effort with Frostburg State College. Under its new function, it was renamed the University of Maryland Appalachian Environmental Laboratory - Center for Environmental and Estaurine Studies. Over 43 staff are employed by the University in all of these operations.

Benefits of Cooperation

The Regional Education Service Agency of Appalachian Maryland was organized and designed to help the member institutions and their larger public in meeting the educational problems facing the region. The solution to these problems will meet the overall purpose of the Agency to raise the educational level of all people in Appalachian Maryland (Allegany, Garrett, and Washington Counties) to better enable them to develop socially, culturally, and economically. These people include all ages whether in school or out. The sharing or coordination of teaching, research, and services available through cooperating educational and human development agencies and organizations that serve the area can assist in accomplishing this larger purpose.

The following advantages are accruing through cooperation among educational institutions in Appalachian Maryland:

- A cooperative of all levels of education in the region is resulting in a continuity of educational experiences from preschool through adults.

- The cooperative is providing an interinstitutional and interdisciplinary mix most conducive to identifying educational needs which are uniquely applicable to the region.

- The cooperative is providing the necessary flexibility required to design and implement new, innovative, or demonstrative programs or services.

- The cooperative is developing and testing new, innovative, or demonstrative programs at a manageable scale.

- The voluntary cooperative is providing a service that is responsive to the express needs of the individual or collective institutions without impinging on the integrity or identity of each institution.

- The cooperative is developing interinstitutional policy that can minimize duplication, provide a basis for cooperative programs, and enable each institution to develop specialization and credentials for concentrated programs.

- The cooperative is contributing to the local or regional educational efforts through cost sharing, personnel sharing, cost-effective programming, etc., which will raise the quality of education above minimum standards.

The numbers of clients served and the cost-effectiveness of this cooperative effort are amply illustrated by the ARC dollars expended ($973,204) for operational programs in 1975-1976. Over 26,000 citizens in the region were provided direct educational opportunities at a cost of about $36 per person summarized as follows:

Students	17,389
Teachers	930
Administrators	158
Adults (out-of-school)	5,361

Children (out-of-school)	2,163
Business & Industry	751
TOTAL	26,752

ARC dollars used in the cooperative educational effort have attracted other monies to the benefit of educational quality and services. Over the past three years (FY'75-FY'77), every $1.00 of ARC monies for programs, equipment, and construction has attracted $.55 in other monies. The program component investment resulted in a similar ratio. As noted below, ARC dollars ($) remained constant over the three years as other dollars ($) increased significantly. This is one measure of effectiveness used in the investment of ARC dollars ($).

	ARC $	OTHER $	RATIO
FY'75			
Programs, Equipment, Construction	1.0m	.38m	1:.38
Programs Only	.98m	.37m	1:.38
FY'76			
Programs, Equipment, Construction	1.0m	.60m	1:.60
Programs Only	.94m	.50m	1:.53
FY'77			
Programs, Equipment, Construction	1.1m	.69m	1:.63
Programs Only	.94m	.59m	1:.63
TOTAL FY'75 - FY'77			
Programs, Equipment, Construction	3.1m	1.7m	1:.55
Programs Only	2.9m	1.5m	1:.52

Situation

Education institutions at all levels of education in Appalachian Maryland are faced with the problems of raising the quality of in-school and out-of-school educational offerings, of providing broader educational opportunities, of equalizing educational opportunities, and of the conservation of educational resources.

The situation facing education and the educational institutions in Appalachian Maryland in achieving the goals for education are studies in contradictions. The slowdown or decrease in public school enrollment means reduced formula monies while per capita student costs continue to rise. Increased costs of operation fly in the face of budget restrictions imposed by the taxing authorities. Demands for expanded or innovative curricula are occurring simultaneously with questions on returning to "basics."

The promotion and introduction of career and vocational education is confronted with high unemployment and underemployment. Flexible and "open" studies pose difficulties for measuring legislatively required accountability. New curricular requirements by the State are not followed by additional funding. Needs for cost effectiveness are inhibited by demands to retain outmoded traditions. The immediate pressures for vocational or job-oriented education are infringing on the traditional and beneficial aspects of "academic" or liberal arts education.

There are several vectors within the educational community and the total community of the region which both implicitly and explicitly pose problems to education. These problems will keep Appalachian Maryland from gaining economic, cultural, and developmental parity with the rest of the State and the nation.

Example vectors within the educational community are numerous. Public school enrollment in the region has been declining over the past several years and the trend is expected to continue. For the 1975-1976 school year, the enrollment declined from 43,099 to 42,442. This has an immediate effect on the reimbursements from the State which are made on a per capita basis. Compounding this problem are rising costs attributed to teacher salary increases, astronomic increases in the costs of goods and services, especially for utilities, and severe budget ceilings for the local share of educational costs.

For example, one school system has "lost" $170,300 of State monies last year. Fuel and utility costs rose by over 10% from $645,000 to $710,000, and phone bills are expected to significantly increase because of new procedures for the computation of rates. The increased cost of the new Centrex system is just beginning to emerge. This system was promoted as a cost saver. The school systems will be faced with expensive conversion and maintenance costs if they are required to convert to coal.

Budgetary problems are becoming more severe by the constraints imposed by county revenues. Last year, the operating budget for one system was increased by only 6.7% with all of the increase going for negotiated salaries. Other budget items were reduced by $875,000. This current year, the increase was only 7%, which did not meet normal increased costs for inflation and cost of living. Another system experienced severe constraints at the same time that tax rates were reduced in a county with the lowest per capita expenditure for education in Maryland.

The three community colleges are facing a different situation. Enrollment trends are up over the past three years from 3,356 to 8,923 as a direct result of the declining economy. This represents more than a 100% increase. They still are faced with insufficient revenues because of increased operating costs and no increase in the amount of state reimbursements for each student (FTE). The state reimbursement per student has been approximately $700 for the past six years.

Frostburg State College is faced with an acute dilemma of increased student enrollment and severe budget restrictions as to amounts and flexibility in administration. The average annual increase has been around 2%, not even enough to accommodate inflation. In addition, they have virtually no flexibility at the college level to adjust budgets for current expenditures. These constraints make it difficult to adjust to needs that are changing and to seek special funding outside of the regular budget. The college is faced with the prospect of a ceiling on enrollment even though the demand for admission is increasing. In many respects, the University is faced with the same dilemma.

The vectors in the community at large impinge on the ability of the educational systems to effectively operate in meeting the needs of the region. The recession has been a disaster for the region. Unemployment has exceeded the national average over the past five years ranging as high as 14% in Allegany County last year. Although employment has improved statistically, over 2,000 industrial jobs have been permanently lost to the region. The prospects for significant employment in coal mining are on the horizon. However, if this brings an influx of additional students, it is highly questionable that the tax revenues will cover the cost of education. This is especially true since this industry is expected to have an impact on costs of all government services. The trends in the ad valorem tax and the absence of severance taxes and assessments of mineral resources does not indicate much improvement in financing of vital government services, especially education.

The trends in local and state funding are not encouraging as noted in the report to RESA at its annual meeting in 1977.* The conclusion to that report states, "The facts presented in this report indicates clearly that education as an industry is the largest enterprise in Appalachian Maryland and makes a significant contribution to the economy of the region. Nevertheless, the share of local funding for the operating costs of these institutions and agencies has declined dramatically from 1970 through 1976."

*"Education's Contribution to the Economy of Appalachian Maryland", Richard L. Behrendt, June 21, 1977.

The report indicates that "...in 1970, 41% of the total county expenditures went to public education while 59% of county expenditures were for purposes other than education. This ratio had changed dramatically in 1976 when only 26.6% of total county expenditures were for education while 73.4% went for other expenditures. Expressed differently, this trend indicates that from 1970 to 1976, total county expenditures increased 2.52 times while total county expenditures for education only increased 1.65 times."

The report goes on to show that "...in 1970, 77% of the operating expenditures of Frostburg State College was provided by the State general fund appropriations. This proportion has gone down dramatically to the point where in 1976 only 50% of the operating costs at Frostburg have been provided by similar State general fund appropriations. Expressing this differently, from 1970 to 1976, total operating costs at Frostburg State College have increased 2.3 times, while their State general fund appropriations have only increased 1.5 times."

Investment for Regional Development of Education

The eight public educational institutions serving Appalachian Maryland have examined the educational situation and as a result have as their collective concerns: (1) the raising of the quality of education at all levels; (2) the broadening of educational curricula to meet the economic needs of the region especially in post-secondary education; (3) the equalizing of educational opportunities at all levels; and (4) the conservation of staff, fiscal, and physical resources. They have chosen an educational cooperative, the Regional Education Service Agency of Appalachian Maryland (RESA) as the primary organizational mechanism for realizing this quartet of goals, but at the same time are using the uniqueness of their individual institutions to further these ends.

This community of public education institutions continues to concur in the goal of the Appalachian Regional Development Act to raise the quality of education, especially in the areas of vocational technical education, career education, teacher training, and cooperative services. They have taken collective and individual steps to achieve these goals since 1967 when the first subcommittee on Education in Appalachian Maryland was formed as an outgrowth of the Appalachian Task Force on Education. The change in the Appalachian Regional Development Act in 1975 has now made it possible to address some of the larger problems of education in the region.

The RESA Board of Directors, with the concurrence of the Maryland Education Coordinating Committee, have determined that the situations facing education in Appalachian Maryland can

begin to be ameliorated by giving special consideration to the first four of the following ten program areas for education. This does not mean that the special goals for the program areas will be pursued at the exclusion of the other goals. However, RESA will give priority to these goals in their program budgets.

The Board has further adopted an investment policy for approving new programs designed to meet these goals. These criteria correlate educational goals with the economic development goals of the region. Each program proposal is measured against the following sequential criteria:

- economic impact
- multi-institutional characteristics
- replication potential
- audience

The ten program areas are as follows:

1. Conservation of Educational Resources
2. Community Services
3. Staff Development
4. Public Service Communications Satellite System
5. Manpower Development
6. Curriculum
7. Home-based Education
8. Facilities and Equipment
9. Research and Accountability
10. Regional Support Services

Development Plans for Regional Education

The ten program areas, the regional situation, the needs, goals, and objectives for the development plan for regional education in Appalachian Maryland are as follows:

1. Conservation of Educational Resources

Situation: Resources consumed by, or under the control of, educational institutions must be conserved through a variety of means or measures but without detriment to the goals of quality education.

Need: Tight budgets, current economic conditions, shortage of specialized personnel, the mandating of educational programs, the increasing costs for services, and the need to conserve energy require that affirmative programs be instituted to increase efficiency, improve on productivity, and avoid duplication, and share resources

in short supply. There is a particular need to develop more cost-effective delivery systems for management, services, and programs.

The overall needs for resource conservation are largely reflected in the situations facing the educational institutions of the region. However, precise identifications of finite conservation measures and the means and methods for their ultimate solution are needed.

Priority needs during the first year are investments that will help to specifically identify or demonstrate those means and methods that will be most productive on an area-wide basis. Those at least anticipated are energy conservation, coal utilization, school transportation, and communications. Subsequent years will revolve around investments that may be needed to further identify means and methods but will largely involve projects to demonstrate the solution to the problems.

There are over 125 buildings operated by the member institutions in the region. These buildings are heated by individual or central systems using a variety of fuels including gas, oil, electricity, and coal. The conservation of petroleum fuels is in the national interest and of institutions' interest in minimizing costs.

Coal is used to heat some school buildings in the region. This coal is indigenous to the region and is in ample supply. Additional supplies are anticipated from new deep mines expected to open in Garrett County. The problems of conversion, the high sulphur content, and old heating systems are things to be examined in coal utilization.

School transportation problems in Allegany and Garrett Counties have become acute with new guidelines from the State on student eligibility for busing. The rural nature of the area and the rugged terrain contribute undue

hazards to those who are required to walk. If they are to be bused, new local monies are required. There is a need to develop objective criteria to determine what are undue hazards. Also, bus routes need to be examined to see if maximum fuel economies are realized.

Telephone rates and postal rates have significantly increased. Means for examining economies in the communication systems need to be explored.

Tight school budgets necessitate an examination of cost estimation strategies and analyses for better financial administration. The means for accomplishing this conservation effort without sacrificing quality education are required.

Investments of demonstration monies will be limited to meeting these types of needs. The first phase investment will be made in analysis and techniques with second phase devoted to specific demonstrations of techniques in situ. These investments are consistent with National and State objectives in energy conservation, ARC objectives for coal utilization, and local objectives for fiscal conservation.

Goal: To give emphasis to plans, projects, and programs that conserve energy, that are cost-effective, that share resources, and that reduce out-of-pocket costs.

Objectives

a. Develop and conduct at least four seminar/workshops each year for the next two to three years on resource conservation among the educational systems.

b. Seek local, state, and federal monies to implement recommendations derived from the seminar/workshops.

c. Share results with other educational institutions in Appalachia especially through the Appalachian Education Satellite Project.

d. RESA will work with ARC (over the next several years) to develop means for utilization of coal resources within educational institutions and to work with the Maryland Bureau of Mines and Frostburg State College in developing educational programs for coal utilization and conservation.

2. Community Services

Situation: The region's economic needs may be addressed through community service programs from education.

Need: The need from community service programs for business and industry in Appalachian Maryland and the economic tributary areas in Maryland, West Virginia, and Pennsylvania is demonstrated in the increasing demands for managerial programs of the Institute for Small Business at Frostburg and the results of a recent program conducted by RESA and FSC under Title I of the Higher Education Act.

The need is to improve the economic viability of business and industry through educational programs in management and technology. The management component is on stream, but the delivery of new technology through demonstrations, seminars, etc., is yet to come.

One of the three study teams in the Title I Project, "Training of an Interdisciplinary and Interinstitutional Task Force for Community Service Programming" proposed an assistance office to deliver the fruits of technology, research, and development through an educational service program. The background statement in the report of this team puts the problems of the region in perspective as follows:

> "The market area consists of all or part of 12 counties in Maryland, Pennsylvania, and West Virginia, with a total estimated area of 5,632 square miles and a population of 578,300 people (gross density - 102 persons per square mile). The major labor market centers associated with these counties include (with 1970 population listed in parenthesis):
>
> Oakland (1,786); Cumberland (29,724); Hagerstown (35,862); Frederick (23,641); Somerset (6,269); Bedford (3,302); McConnelsburg (1,228); Chambersburg (17,315); Keyser (6,586); Berkeley Springs (944); Martinsburg (14,626); Charles Town (3,023).

"Analysis of income characteristics indicates that the area is not as well off as the Nation. Per Capita income in 1976 was estimated at $4,420 compared to $6,300 for the Nation. Total personal income was estimated at about $2.6 billion. There are an estimated 192,766 households in the region with an average income of $13,258 compared to $15,900 for the Nation.

"The survey of industrial activity in the region was taken from the Special Economic Censuses conducted in 1972. The Study was confined to the manufacturing, trade, and service sectors, as those are the types of enterprise that are best suited to, and can benefit most from, technical/managerial assistance. 10,663 establishments were covered in the survey, employing 90,380 workers, and generating a total payroll of $629 million.

"It is readily apparent that manufacturing is of prime importance in the region. 642 establishments employed 50,766 persons (or 56% of employment covered in the survey) and generated $420.5 million dollars in payroll (or 67% of that covered in the survey). Supplementary analysis was also done of earnings, using data provided by the respective State Bureaus of Employment Security). From this it was found that manufacturing alone generated 37% of the total earnings in the region in 1973.

"Trade activity appears to be second in order of importance in the region. 6,243 establishments were surveyed, with total employment of 31,916 persons (35% of the survey total) and payroll estimated at $172.8 million (27% of the survey total). The supplementary analysis shows that trade accounted for 17% of total earnings in the region.

"Service activity is third in order of importance. 3,773 establishments were covered in the survey, employing 7,698 workers (9% of the survey total) and generating a payroll of $35.7 million (6% of the survey total). Supplementary analysis indicates that services accounted for 12% of total earnings in the region.

"Because of the relative number of establishments in the trade and service sectors, it is likely that the bulk of assistance requests will come from these areas. However, it should be borne in mind that assistance to manufacturing industries will have a more far ranging impact, as this sector is more labor intensive (79 workers per establishment vs. 4 for the trade and service sectors combined). Wages are also higher ($8,283 per employee vs. $5,263 per employee).

"For example, a loss of 100 manufacturing jobs in the region would mean a direct loss of earnings of $828,000 and a $248,000 reduction in tax base. With interindustry effects taken into consideration, the total loss of earnings would approach $2,260,000; 273 total jobs would be lost and tax base would shrink by approximately $678,000 - a significant impact to say the least.

"There are interindustry impacts with respect to the trade and service sectors, but these are of a lesser magnitude than in manufacturing, and are more difficult to quantify.

"In conclusion, substantially different types of assistance will have to be offered to manufacturing establishments in the region. Although fewer requests for assistance might be expected than in the case of trade and service establishments, each case will probably assume greater importance and will be more technical in nature. Because of this, the activities of the proposed Assistance Office will be more advisory or facilitative, rather than direct in nature, often involving bringing in technical experts and consultants from outside the Office.

"A higher volume of requests for assistance will be expected in the Trade and Service sectors, most of which can probably be handled directly by the Assistance Office."

It should be noted that over 2,000 manufacturing jobs have been lost in the Cumberland region alone. This means a twenty-fold loss in wages and tax base. This amounts to a $16.5 million annual loss in wages since 1974.

Investment priorities for demonstration projects in management and technical services are high on the educational priorities list.

Goal: Develop and implement or maintain community service demonstration programs over the next several years that can best be met through the use of educational resources giving highest priority to those that can have an immediate or direct impact on improving the economy of the region.

Objectives

a. Enlarge the management service program to double the outreach from 300 to 600.

b. Develop a community service program that will demonstrate over the next three years how the fruits of University technology, research, and knowledge can be delivered to business and industry in the region using the agricultural extension method as a success model.

c. Develop and implement a training program for community teams using the Task Force approach in the Title I project of the Higher Education Act.

d. Support training and informational programs for special classes of citizens that require compensatory assistance.

e. Encourage and support educational institutions to reinforce their coordination efforts in community service programs.

3. Staff Development

Situation: Professional staff development for administrative, supervisory, and teaching personnel is required in the face of personnel restrictions, reduced budgets, and increased demands on educational programs.

Need: The needs for staff development are implicit in the numbers of employees of the educational systems serving the region (approximately 4,300) and the dilemmas facing education. Since quality education is an attractor to economic development, it behooves education to constantly improve the abilities of the personnel to deliver that service.

Education has a reinforcing mechanism in certification renewal to assist in this effort. However, this standard becomes the minimum standard and does not recognize the need for additional development for excellence in specialized areas of education. The Vocational Education Act and its supplementation by the Appalachian Regional Development Act have recognized this special need. The region has benefited from this through the initiation and maintenance of regular and demonstration programs. In addition, staff development has been the major component of a health education project modeled after the Berkeley School Health Curriculum and funded under the health component of the Appalachian Act (see the Health section of the Area Wide Plan for the goals and objectives of this program). The Appalachian Education Satellite Project has provided teacher training in career education and diagnostic and prescriptive reading. The latter is expected to continue during this year.

Some of the missing elements of education for excellence requiring staff training are in the areas of higher education, reading skills development, career and vocational education, and teacher training.

The growth of student enrollments in the area's two and four year colleges, combined with diminishing financial resources creates a critical need to maintain and improve the instructional quality of these institutions. To maintain validity and vitality the human resources of the post-secondary institutions must themselves be able to participate in high quality educational programs which are designed to update faculty in very vital areas. To participate in these in-service

educational programs becomes a more difficult task in these times of tight budgets and heavy teaching loads. Yet because of these demands, the importance of faculty study of the new discoveries in the various disciplines, in the teaching learning process and in educational administration becomes even greater. This need is amplified by the changing characteristics of the ever increasing number of "new" college students. The faculties and staffs of the community colleges need to overcome the divergence of career and academic programs. The two year faculty and the four year faculty need to appreciate the articulation between their respective institutions. The four year faculty need to appreciate and understand how to respond to the goals of learning for self-fulfillment and for vocations.

Student reading scores on standardized tests administered in the region, indicate that there is a need to improve the reading competencies of students at the secondary level. For example, the results of Iowa Test of Basis Skills which was administered in Allegany County during 1975-1976 showed the 7th grade students to have scored in the 27th percentile nationally. Students in the 9th grade in Allegany County scored in the 12th percentile nationally. Further evidence of reading deficiencies at the secondary level is provided by the number of community college students who require remedial reading programs to enable them to pursue their post-secondary studies. Diagnostic examinations given by the Department of Language and Literature at Allegany Community College indicate that at least 70 percent of the student body requires reading development. In-service training for secondary teachers in all curriculum areas can provide an effective and economical way to improve reading instruction.

In-Service Training for Occupational and Vocational Staffs of the high schools and colleges is a continuing need in the region.

Goal: Maintain and improve the competency of institutional staffs and faculties to achieve a higher excellence in education in the face of higher costs, restrictive budgets, and divergence between administration and teaching.

Objectives

a. Plan and implement a training program for higher education faculty that will demonstrate how divergent groups can achieve common educational goals and will be cost-effective through a consortium arrangement. The first year, this program will reach approximately 45 key faculty and administrators.

b. Provide teacher training in reading through the Appalachian Education Satellite Project and through unique programs that provide alternative techniques for improving reading skills. The AESP will reach approximately 90 teachers who still need to meet certification requirements, and 165 teachers were previously served in the initial demonstration school.

c. Provide in-service training to approximately 35 secondary school teachers to enable them to improve reading skills of junior-senior high school students.

d. Provide in-service training and staff development opportunities to approximately 100 high school and community college vocational/ occupational faculty.

e. Conduct a joint training effort with the Maryland State Department of Education to disseminate alternative academic high school programs, especially experience-based career education, to other regions and counties of the state.

f. Jointly explore with the state the need for staff development programs especially through the concept of teacher training centers.

4. Public Service Communications Satellite System

Situation: The region, because of the insufficiencies of indigenous expertise and knowledge, needs a cost-effective, multi-media communications delivery system to provide education, business, industry, labor, health, and government with instruction and information necessary to keep abreast of modern technology and learning.

Need: The geographic isolation of Appalachian Maryland poses problems for the populace in securing educational offerings. The educators, health personnel, industry technicians, craftsmen, etc., of the area are unable to avail themselves of the educational, technological, and information services available to those in metropolitan areas. An ETV Task Force created by RESA, was responsible for the publication in 1974 of a feasibility study that recommended a regional ETV network and the linking of this network with the ATS-F satellite project.

Goal: Develop and implement a regional demonstration program utilizing public service communications satellites and organize an interstate consortium to deliver programming to adjacent areas of Pennsylvania and West Virginia.

Objectives

a. Add ancillary receiving/teaching sites this year to the existing triangle. These sites will be in Pennsylvania and West Virginia.

b. Organize an interstate consortium comprised of RESA VIII of West Virginia, Southern Alleghenies District, and RESA (Maryland) for policy advisory and programming implementation purposes.

c. Implement through the framework of AESP a community needs assessment to determine program priorities.

d. Examine all RESA programming to determine if the AESP can complement or supplement those activities, especially those directed to the economy of the region.

e. Assist AESP and member institutions of the interstate consortium in developing programs for delivery via satellite to meet local needs.

5. Manpower Development

Situation: The region's changing economic base and fluctuating rates of unemployment require that (1) career guidance services be improved and expanded for area students and residents, (2) vocational programs be expanded and/or redesigned to meet emerging industrial, commercial and governmental needs.

Needs: One of the most perplexing problems in this program area is in the identification of entry levels of recurring employment opportunities, anticipating skills for manpower pools needed for economic development and in the delivery of the skills, training, and education to the people in the region. A second problem area is in providing students and area residents with adequate career and vocational information and guidance in the face of such uncertainty in the regional job market.

The magnitude of these problems is revealed in the employment figures for the region. About 45% of the students are new entrants to the labor force upon graduation of high school. The remaining 55% of the graduates enter college or technical training. Underemployment is increasing rapidly from the college ranks because of the poor economic conditions and the decline in need for teachers in the public school systems. Women have been particularly hard hit in this region. The percent of women in the work force of the region was below the national norm prior to the recession. Unemployment has declined from a high of about 14% to a current 9%. However, the employment officials believe that this is a statistical phenomenon because many have quit looking for work. About 4,900 people are out of work in the region.

Unless the economy of Appalachian Maryland improves dramatically over the next ten years, this region cannot absorb any appreciable amount of professionally or technically trained or retrained workers with one possible exception--coal operatives. Even for mine operatives, it is likely to be a single effort for about 300 workers. Therefore, this region

will continue to be a training ground for areas outside the immediate environs of the three-county region. In a survey of 50 graduating seniors (1976) at Northern High School in Garrett County, 32 stated their intent to leave the county to find employment.

If the lack of jobs in the immediate area is correct, then it is necessary to look to training for a larger job market such as the Washington, Philadelphia, Pittsburgh triangle. This area is sufficiently large to reflect the national trends for jobs. The job markets which look most promising over the next ten years according to the United States Department of Labor projections are for engineering and science technicians, professional medical workers, health technicians, computer specialists, social scientists, and health service workers. All other classifications will increase less than 40% and in some instances, are expected to decline.

The situation of extreme instability in the job market in Appalachian Maryland has resulted in new demands on educational institutions to provide more career related education, guidance and information. Career education in the tri-counties now begins with an awareness program in the first school years. In junior high school, more direct career information is infused into the curriculum and through career exploration laboratories. Counseling, further career-curriculum integration, and work experiences are part of the high school program. In the community colleges, career information and guidance are provided through career counselors and career learning centers. In May, 1976, the Boards of Education of Allegany and Garrett Counties administered a needs assessment survey to tenth grade students. The survey identified as the six greatest needs:

1. The need to get on-the-job experience in areas that interest me.
2. The need to talk with people employed in areas that interest me.
3. The need to know what jobs are available locally.
4. The need to know where to start looking for a job.
5. The need to become aware of the employment outlook in my highest interest areas.
6. The need to have actual on-the-job experience to know what it is like to be employed.

The survey supports the continuing need to provide career guidance and placement services to secondary school students. It also demonstrates that educational institutions need to actively pursue the opportunities for on-site career experiences for students. Informal surveys of community college administrators, faculty, and counselors indicate that post-secondary students are exhibiting similar needs for career guidance and experiences. Hagerstown Junior College and Frostburg State College provide students in selected departments with internships in various area industries, businesses, and governmental organizations.

There is a continuing need to upgrade and expand the region's vocational and occupational programs. Currently 12,189 high school students and 1,939 community college students are enrolled in vocational and occupational programs in the region. This represents a 33% increase at the high school level, and 15% increase at the community college level over the previous year's enrollment. This increasing demand on the area's vocational facilities and programs is not expected to decrease in the future.

The dim employment picture in the area has resulted in more student interest in gaining marketable skills. The area's vocational and occupational programs have been meeting this need and in doing so, have created more demand for additional vocational offerings. The increasing demand for vocational programs is accompanied by a growing need to provide vocational and occupational students with remedial programs to improve their reading competencies and their ability to comprehend the language of their chosen technical fields.

The changing economic base which was previously described in the plan under enterprise development will also necessitate vocational program changes and expansions. This gradual shift from manufacturing to the commercial and public service sectors will necessitate new program offerings and also new retraining efforts. An example of emerging public service employment

is the area of Wildlife Management. The Appalachian Environmental Laboratory of the University of Maryland has forecasted a need for 300 Wildlife Technicians for Maryland and the surrounding regions of West Virginia and Pennsylvania. The Wildlife Management Program at Garrett Community College has been designed to meet this need and also to meet the recurrent training needs of wildlife personnel currently employed in the area. GCC's program has been designated as the first state-wide program by the Maryland State Board for Community Colleges. This means that Garrett will have the only public supported two-year wildlife program in the state.

Although the resource based industries have shown little tendency to grow, the renewed activity of the mining industry is expected to create from 300 to 600 new job openings. The deep mine development in Garrett County may provide a special circumstance to corral several training and education programs. Garrett Community College has initiated some programming in anticipation of this coal operation. Industrial training monies from the Vocational Education Act and CETA monies could be effectively used for this endeavor. However, the latter program has been used primarily for emergency jobs and not training. This activity is not under the control of education. The Appalachian Regional Commission could be of assistance in bringing about some coordination of similar efforts in adjacent states. It is understood that a mine training facility is being planned in nearby Pennsylvania using ARC monies.

Another major need which vocational education will have to meet is the retraining of the recently unemployed. The region has permanently lost 2,000 manufacturing jobs. These persons will require career guidance and placement in appropriate retraining programs. Many of the dislocated employees lack high school diplomas and are discovering that they can neither gain employment or new skills without their GED.

The rapidly changing requirements of industry make it necessary to continually upgrade the region's vocational/occupational equipment, staff, and facilities. Vocational administrators, and faculty are having great difficulty in keeping abreast of new teaching techniques and developments in their respective fields. If vocational/occupational students in Appalachian Maryland are to be competitive in the job market, they must have access to the most modern equipment under the direction of competent faculty.

Goal: To maintain high quality vocational/occupational programs which are responsive to the area's needs and to provide comprehensive up-to-date career education and guidance services to area students and residents.

Objectives

a. Provide career exploration, guidance and counseling services to the region's 20,939 secondary and 12,498 post-secondary students.

b. Provide staffing, equipment modernization and student support services for vocational/occupational programs.

c. Provide in-service and staff development opportunities to approximately 100 of the region's vocational/occupational faculty and administrators.

d. Complete the equipping of existing vocational facilities for maximum utilization.

e. Provide remedial education services to area students and residents who are enrolled or are potential enrollees in vocational education programs.

f. Develop short-term vocational/occupational programs to provide marketable job skills for non-vocational/occupational students in the region's secondary and post-secondary educational institutions.

6. Curriculum

Situation: Educational institutions individually and collectively must continually assess the educational and training needs of the region in order to provide curricula to meet these needs now and in the future.

Need: Curriculum development is a primary responsibility of each institution and is usually developed and implemented within those systems. However, from time to time special programs or needs arise which are beyond the capacity of the institutions to implement. Sufficient funds to meet these needs do not exist at the local and state level and it therefore would be necessary to determine alternate funding sources.

Highly specialized subject areas such as special education, health education, guidance and counseling-career education, and reading are just a few of the potential problem areas.

The needs of this region largely reflect the priorities determined by the Appalachian Regional Commission in their new legislation and the resultant code. One demonstration project for the adaptation of an alternative technique in teaching reading is proposed for new investments of ARC funds. Two additional programs that reinforce the regular vocational programs are proposed. One provides coordination in work experience and the other provides student reinforcement for 6,700 students in short-term occupational programs. All remaining investments relate to continuation projects.

It should be noted that activities resulting from previous and current ARC investments have resulted in and will have attracted over a half million dollars in other funding from Demonstration monies in Vocational Education, the Regional Medical Program and the Health Services and Manpower Development Act for curricula implementation. This does not include the funds attracted from NIE for the Appalachian Education Satellite Project.

Goal: Continue to examine curricula needs that can be most cost effective (regional approach) and to support those that address the priority problems of the region.

Objectives

a. Extend the Berkeley Health Curriculum Model to the 4th grades in each county to reach over 3,800 children in the additional years of this expansion of the Regional School Health Education Program.

b. Expand the Experience-based Career Education Demonstration Project to provide an alternative academic program for all high schools in Allegany County and the two high schools in Garrett County.

c. Conduct a seminar for approximately thirty school administrators and supervisors from all levels of education on the examination of manpower projections and how this can reflect on curriculum development. This will be correlated with the Appalachian Education Satellite Project to provide some involvement across the Appalachian Region.

d. Assist and encourage the school systems to offer an alternative academic program for the gifted and talented which can serve an additional function as an attraction to the region in its economic development.

e. Support the Cumberland Area Health Education Center in the development and implementation of curricula for medical and health externs from the University of Maryland at Baltimore.

f. Implement program plans (curricula) in health, education, government, industry, and social work as developed by the Appalachian Education Satellite Project. Three projects projected at this time for reading, special education, and nursing will be initiated during this year for approximately 120 people.

7. Home-Based Programs

Situation: Disadvantaged families with young children in Appalachian Maryland lack home management skills and knowledge of community services that are so vital to their physical and mental well-being.

Need: Over 13,000 low-income families reside in the region. These families are falling further behind in the competition for services and employment opportunities.

No other needs in home-based education have been identified which can be met by educational activities of member institutions. Therefore, the investment priorities are limited to the Family Aide Program, a joint activity of RESA and the University of Maryland.

It should be recognized that health and vocational investments have doubled the outreach of this continuing program by funding less than 25% of the total cost of the annual operations.

Goal: To maintain a home-based educational program for over 1,000 disadvantaged families annually that is designed to "help people help themselves."

Objectives a. Maintain funding support for this program through this year FY'78 only.

b. Assist the University in moving this program into a mainstream operation of the Cooperative Extension Service.

c. Coordinate the training program through this year.

8. Facilities and Equipment

Situation: Declining enrollments, new roles for education in economic development, limited construction funds, and the high costs of utilities requiring a continuing assessment of building needs, equipping of buildings and the renovation of buildings.

Need: The public schools with their declining enrollment are faced with the need to consolidate schools to renovate older schools because of the shortage of construction monies, and to examine all buildings for the conservation of energy. Also, conversion to more economical fuels is a pressing need.

The community colleges are still growing and face the need for new facilities and equipment. Some of these needs are unanticipated such as the mining training building needs in Garrett County.

The most pressing need facing Frostburg State College is for student housing. The demand has outstripped on and off-campus supplies.

The total education community has a need for communications facilities that access remote information and instructional resources and the equipment to deliver these resources to the classroom and into the total community. The shortage of expertise, the constraints on all-inclusive educational offerings at each institution and the excessive costs of land lines necessitates the use of public service communications satellites that provide four-way communications.

Another potential need is to provide training facilities and a management organization for public safety training. The feasibility study will determine the extent of this need. There clearly exists a need for a fire training center.

Goal: To assist the member institutions in the assessment of their needs for facilities and equipment and to develop the means and methods for meeting their needs in such areas as retro-fitting buildings for energy conservation, renovation of obsolete buildings, and new construction and equipment for specialized man-power training and educational programs.

Objectives

a. To conduct seminars and workshops on the conversion, renovation, etc., of existing buildings.

b. To seek resources as may be needed for new construction and equipment.

c. To implement the recommendations of the feasibility study for public safety training.

d. To expand AESP communications equipment and facilities.

9. Research and Accountability

Situation: Research and accountability which includes program evaluation for member institutions and RESA ensures greater understanding of educational concerns, program development, implementation, and program effectiveness.

Need: The educational environment is constantly being called upon to meet the needs identified by federal, state, and local leaders, and the community. Research plays a key role in this ever changing environment to ensure educational leaders have available the best information possible to develop programs that will accomplish the identified needs. Evaluation of educational programs determines the effectiveness of

specific programs and provides decision makers with a wide range of pertinent information so that choices among alternatives can be made in the best interest of the clientele service.

Although evaluation has been a continuing need and effort, the recent requirements by the state to intensively evaluate continuation projects during the third year dictate additional investments to provide objective third-party evaluations. This approach has been used in several demonstration projects outside of vocational education. Therefore, investments for such evaluations, as required, can be expected in the coming years. Three continuation projects have been placed in this category in 1978.

Education accountability and the relationship to unified testing is also a continuing requirement for the investment of staff time.

Another major function of time investment is in the development and funding of new programs for the region and the member institutions.

Goal: To retrieve, analyze, and disseminate relevant information to decision makers to ensure quality programs and to conduct a continuous evaluation of programs coordinated and implemented by RESA.

Objectives:

a. Provide technical assistance to public schools of Appalachian Maryland in the interpretation and utilization of test results.

b. Evaluate regional programs conducted by RESA to insure quality programs.

c. Review and disseminate information addressing educational trends and issues.

d. Assist in the planning and developing of regional and/or institutional educational programs and determining alternative sources of funding.

e. Conduct evaluations as required for all ARC funded programs.

10. Regional Education Support

Situation: The educational institutions serving the region lack the resource capacity, individually, to anticipate the needs for manpower training and continuing education of the new entrant to the work force, the underemployed and the unemployed; and to provide the continuity of education through all levels of education which can result in quality education on a cost-effective basis.

Need: The region's educational institutions have to contend with problems faced by educators nationally, such as the trend toward greater accountability in expenditures of public funds, special education, vocational and career education, and a host of others. Additionally, these same educators are responsible for dealing with region-specific problems such as additional time and expense involved in transportation occasioned by mountain and severe weather, out-migration of many persons in the 20-45 age bracket--resulting in a less stable tax base, chronic poverty, and unemployment and underemployment above national averages. Tight budgets of the educational institutions have made it difficult to provide adequate staff and services for quality education, and to meet the shared needs of the region.

The Regional Education Service Agency of Appalachian Maryland was organized as a voluntary cooperative and designed to help the member institutions address the collective educational needs of the region and to serve their larger public. The overall purpose of the Agency is to raise the educational level of all people in Appalachian Maryland to better enable them to develop socially, culturally, and economically. These people include all ages whether in school or out. The sharing or coordination of teaching, research, and services available through cooperating educational and human development agencies and organizations that serve the area can assist in accomplishing this larger purpose.

In addition, RESA has been officially sanctioned by the State Department of Education to implement the planning and processing function of Maryland's educational component of the Appalachian Regional Development Plan. This assignment has been ratified through intergovernmental relations and actions

among RESA, Tri-County Council, the State Department of Education, and the Appalachian Regional Commission. As a result, RESA prepares the educational component of the Appalachian Maryland Development Plan, the Project Package, and the processing of proposals.

Goal: Strengthen educational institutions serving the region by providing exemplary programs and services, flexibility, and continuity of education in a cost-effective manner through a voluntary and separate administrative educational entity organized under laws of Maryland as the Regional Education Service Agency of Appalachian Maryland.

Objectives a. Provide operational management or support for the following projects and services:

- Appalachian Education Satellite Project
- Energy Education and Conservation
- Evaluation
- Experience-Rased Career Education
- Family Aide Program
- Feasibility Study for a Multi-Purpose Training Center for Public Safety
- Fire and Rescue Training Service
- Management Counseling for Small Business and Industry
- Regional Education Planning and Implementation (Project Review)
- Regional Preventive Health Services for School Children
- School Health Education Project (Berkeley Project)
- Seminars and Workshops on Resource Conservation
- Staff Development Consortium
- Unified Pupil Testing Program and Accountability

b. Seek 70% non-ARC funding to support and maintain RESA during this year (FY'78).

c. Search for methods or techniques that can be used for predicting manpower needs of this region and to work with the collective institutions in developing education and training programs for these needs.

d. Conduct a seminar for approximately thirty school administrators and supervisors from all levels of education on the examination of manpower projections and how this can reflect on curriculum development. This will be correlated with the Appalachian Education Satellite Project to provide some involvement across the Appalachian Region. (See preceding issue on Manpower Development.)

e. Expand the Experience-based Career Education Demonstration Project to provide an alternative academic program for all high schools in Allegany County and the remaining school systems and community colleges in the region.

f. Review and coordinate project applications of individual institutions seeking ARC and other federal funding.

g. Examine the results of the feasibility study for public safety training and initiate actions to develop a facility in the region if determined to be feasible.

h. Maintain support for the training of fire and emergency personnel with the goal of providing 20,000 hours of training for approximately 950 personnel.

i. Assist member institutions in identifying, implementing, and funding programs unique to their institutions but especially addressed toward curricula that can help alleviate the economic conditions of Appalachian Maryland.

j. Encourage and assist member institutions to share specialized personnel and resources.

k. Collaborate with the Cumberland Area Health Education Center to facilitate the education of medical and allied health students.

l. Extend the Berkeley Health Curriculum Model to the 4th grades in each county to reach over 3,800 children in the additional years of this expansion of the Regional School Health Education Program.

m. Implement program plans (curricula) in health, education, government, industry, and social work as developed by the Appalachian Education Satellite Project. The projects projected at this time are reading, special education, and nursing which will serve approximately 120 people.

n. Provide technical assistance to public schools of Appalachian Maryland in the interpretation and utilization of test results.